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ABSTRACT

This document discusses the Virginia Community College System (VCCS) and how it has become the lead agency in workforce development for Virginia as well as advancing Virginia's workforce through non-credit training, retaining courses and programs to meet the needs of business and industry. This document contains a summary of activities and accomplishments of VCCS for the period July 1, 2001 through June 30, 2002. The reports on individual initiatives and activities of the VCCS workforce training services unit are divided into three sections. The first section is the Non-credit Training at VCCS workforce development Centers, which includes customized/contract training, open enrollment, and industry certification training programs. The second section is the VCCS high performance regional workforce centers, which includes the Paul D. Camp Community College Regional Workforce Development Center, the Danville Community College Regional Center for Applied Technology Training, the Thomas Nelson Community College Manufacturing Excellence Center, and Central Virginia Community College Regional Workforce Development Center. The third section is the VCCS Institutes of Excellence, which includes the Institute of Excellence for Information Technology and Institute of Excellence for Advanced Technology. Appended are: Apprenticeship Related Instruction; Tech Prep; Child Care Training Program; and Regional Reports on Workforce Trends and Strategies. (Contains 14 footnotes.) (MZ)

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ED 481 384

2001-2002 WDS Annual Report to the General Assembly

Virginia Community College System (VCCS)

Workforce Development Services

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Workforce Development Services
Report for Fiscal Year 2002

TABLE OF CONTENTS

Executive Summary

I. Introduction

Overview

II. Reports on Individual Initiatives and Activities of the VCCS Workforce Training Services Unit

Non-credit Training at VCCS Workforce Development Centers

- Customized/Contract Training
- Open Enrollment
- Industry Certification Training Programs

VCCS High Performance Regional Workforce Centers

- Paul D. Camp-Community College Regional Workforce Development Center
- Danville Community College Regional Center for Applied Technology Training
- Thomas Nelson Community College Manufacturing Excellence Center
- Central Virginia Community College Regional Workforce Development Center

VCCS Institutes of Excellence

- Institute of Excellence for Information Technology
- Institute of Excellence for Advanced Technology

Appendix A - Apprenticeship Related Instruction

Appendix B - Tech Prep

Appendix C - Child Care Training Program

Appendix D - Regional Reports on Workforce Trends and Strategies

Report Footnotes

VIRGINIA COMMUNITY COLLEGE SYSTEM

WORKFORCE DEVELOPMENT SERVICES

2002 GENERAL ASSEMBLY REPORT

EXECUTIVE SUMMARY

More and more attention is being given to workforce development in Virginia. The ability of Virginia businesses to be competitive in a constantly changing economic and technical environment depends upon the availability of a highly skilled workforce.

The Virginia Community College System (VCCS), as the designated lead agency in workforce development for Virginia, has reinvented itself to carry out the responsibility of advancing Virginia's workforce through non-credit training, retraining courses and programs to meet the needs of business and industry in the Commonwealth. Twenty three colleges host Workforce Development (WDS) Centers that are located on 33 of 40 campuses and at 26 additional off-campus sites to provide access to all Virginians.

The following is a select summary of the activities and accomplishments of the VCCS Workforce Development Services for the period July 1, 2001 through June 30, 2002.

Non-credit Activities:
8,707 courses with 97,387 completers and over 3,500 employers served

Coursework Leading to Industry Certification:
7,008 completers

Workforce Related Services:
25,511 fee-for-service activities serving 129,198 individuals and 1,276 employers

Alternative Delivery :
1,143 activities serving 12,652 individuals and 53 employers using computer-based training, internet-based training, compressed video, satellite TV. etc.

ACT WorkKeys Assessments:
15,564 WorkKeys skills assessments administered to individuals and 148 new job profiles delivered to employers

Apprenticeship Related Instruction:
8,931 apprentices sponsored by 2,216 employers

Four VCCS Regional Workforce Development Centers and two VCCS Institutes of Excellence deliver enhanced services and/or cutting-edge education and training programs through special initiatives.

In addition, the VCCS Workforce Development Services sponsors two federally funded WDS programs that provide important training opportunities for Virginians: Tech Prep connects secondary schools, community colleges and other higher education institutions with business and industry to develop and implement education programs that prepare students for successful careers; and Child Care Training Programs prepare welfare recipients to become qualified, certified child care providers.

Overview of Workforce Development in Virginia

The Virginia Community College System (VCCS) represents the single largest distribution network and channel for training and education in Virginia. Since 1998, when the General Assembly assigned the VCCS to be the lead agency in workforce development1, twenty-three colleges have delivered responsive, flexible and cost-effective quality workforce development training and education programs and services to the Commonwealth's residents and employers.

Over the past year, the VCCS workforce development professionals at each of the colleges, as well as those within the System's Office, report employers' number one issue is to ensure an available pool of technically trained workers. Therefore, through traditional and non-traditional training and education programs and services, the VCCS has assembled the expertise, and developed the necessary curricula and programs, that directly address the needs and opportunities faced by the Commonwealth in workforce development. Through traditional programs, community colleges have been able to offer classroom, on-site and e-learning programs to residents and business professionals. Through non-traditional programs, community colleges have seen an increase in the number of soft skills training programs
(e.g. human relations, teambuilding, communications, customer relations, etc.) requested by businesses as well as industry-specific skills certification training (e.g. welding certification, computer network administration, computer numeric control certification and International Standards Organization for quality training, etc.).

Through the Institutes of Excellence for Information Technology and Advanced Technology2, the VCCS has been able to function as a unified enterprise by integrating the programs of community colleges throughout the state and act as a common representative and mechanism for collaboration for the community colleges to partner and work with other local, state and/or national agencies and organizations. To address the emerging training and education needs of the Commonwealth's citizenry, the VCCS is seriously considering establishing two additional institutes next fiscal year: (1) Allied Health and (2) Building Technology.

All of these needs present opportunities that require Virginia government, education, industry associations and business leaders to work together to accelerate their efforts in developing and promoting a unified workforce development system. In fact, a strong investment and commitment to a unified approach to delivering workforce development will pay enormous dividends for Virginia. To this end, the VCCS has enhanced its professional
relationship with the Virginia Department of Business Assistance, the Virginia Economic Development Partnership, the Virginia Chamber of Commerce, the Virginia Biotechnology Association, the Virginia Manufacturers Association and numerous other public- and private-sector partners. Additionally, the VCCS continues to participate and contribute to strategic planning programs initiated by the Governor's Office, the State Council of Higher Education for Virginia, the Virginia Workforce Council and several other agencies.

In closing, the Workforce Development Services (WDS) unit offers this annual report as evidence of what the VCCS accomplished for the Commonwealth and looks forward to exceeding the needs of individuals and employers in the year ahead.

Non-Credit Training at VCCS Workforce Development Service (WDS) Centers

Workforce Development Service Centers (WDS Centers) are located at all 23 colleges on 33 of the 40 campuses, plus 26 off-campus community based centers.

These Centers serve employers and employees through customized noncredit training, open-enrollment non-credit courses and through fee-based workforce services such as organizational consulting, WorkKeys assessments, industry certification testing, event planning, job fairs and pre-employment services.

Community College WDS Centers also serve communities through participation in Workforce Investment Act (WIA) one-stop centers, economic development planning and coordination activities and community outreach events such as career fairs, career education workshops, community forums and collaboration with public secondary schools.

General Fund Investment: $2,900,000
Local Matching Funds: $6,577,0813

Selected Activities/Accomplishments for FY 2001-2002:

NON-CREDIT TRAINING
Non-credit training was offered in two different formats: as customized training under contract to employers or as open-enrollment classes offered to employees and jobseekers seeking to acquire new skills, renew skills or upgrade skills.

- 8,707 non-credit training courses were delivered
- 3,593 employers were served through non-credit training courses
- 97,387 individuals completed non-credit training courses
- 7,008 individuals completed non-credit training to become industry certified or meet state regulatory standards

(Please see Table One and Table Two for enrollment/completion detail for each college.)

WORKFORCE SERVICES
Colleges offered a variety of workforce services that were fee-based. These services typically assisted employers with employee assessment, organizational improvement, and recruitment and retention of skilled employees.

- 25,511 fee based services were conducted
- 129,198 individuals were served by these activities
- 1,276 employers took advantage of these workforce services

JUST-IN-TIME (ANYTIME, ANYWHERE) WORKFORCE SERVICES
WDS Centers provide non-credit training and services using Internet and computer based training, compressed video, video and teleconferences, satellite television and other cutting edge technology.

- 1,143 activities were delivered
- 12,652 individuals were served
- 53 employers were served
- Three (3) mobile learning labs take training off-campus at Lord Fairfax, J. Sargeant Reynolds Community Colleges and through the Manufacturing Technology Center, a consortium of 5 southwestern Virginia community colleges.
- Two (2) ACT Centers located at Central Virginia and Thomas Nelson Community Colleges have the capability to deliver more than 1,000 computer-based and Web-based skill-specific training courses developed by leading courseware providers, and they also administer computer-delivered certification and licensure tests for the trades and professions.

ACT WORKKEYS™

WorkKeys is a tool that defines, measures and communicates workplace skills for employers, employees, students, and educators. This information provides the basis for systematic training programs to close skill gaps, ensuring a qualified productive workforce in Virginia. The Virginia Workforce Council included WorkKeys as a part of its 2002-2005 strategic plan for Virginia's workforce development system. Fifteen (15) WDS Centers provide full service certified WorkKeys assess ments and profiles. The remaining centers broker WorkKeys services in their service regions to assist employers with their employee recruitment and training needs.

- 15,612 individual assessments were performed
- 148 jobs were profiled

INDUSTRY CERTIFICATIONS

In 2002, 7,042 individuals completed non-credit training in preparation for testing to meet industry or regulatory standards. Community college WDS Centers continue to increase their offerings of non-credit and credit courses leading to industry certifications. In addition, colleges are increasingly offering certification testing through ACT Centers and Microsoft Office Users (MOUS), Prometric and VUE testing centers located on campus.

(Please see Table Three for a list of selected certifications).

ORGANIZATIONAL DEVELOPMENT CONSULTING

Over 619 businesses turned to community college professionals for organizational consulting to assist them in developing strategies for growth and improved efficiency. Twelve (12) colleges offered this service.

EMPLOYER OUTREACH AND PARTNERSHIPS

WDS Centers participated in 3,534 employer outreach activities such as Chamber of Commerce activities, trade shows, local and regional economic development roundtables, Virginia Employment Commission (VEC) Employer Advisory Committees, construction fairs and business expos. College WDS Centers consistently partner with the Virginia Department of Business Assistance, with the Virginia Manufacturers Association, local and state Chambers of Commerce, the Virginia Economic Development Partnership, the Center for Innovative Technology, the Virginia Biotechnology Association and other industry groups to develop regional strategies to assist employers with their workforce training needs.

COMMUNITY OUTREACH
WDS Centers conducted 8,978 community outreach activities, including participation in WIB meetings, Technology Council meetings, Literacy Councils, Planning Commissions, Regional Alliances and collaboration meetings with secondary schools and universities and job fairs and civic club presentations.

WORKFORCE INVESTMENT ACT ONE-STOP CENTERS
Eight (8) colleges served as the lead operator or implemented Title 1-B programs in their region's one-stop center system. These colleges are Thomas Nelson in local workforce investment area (LWIA) 14, Lord Fairfax (LWIA 5), Piedmont Virginia (LWIA 6), Danville and Patrick Henry (LWIA 17), Central Virginia (LWIA 7), Tidewater (LWIA 16) and Eastern Shore Community College (LWIA 13).

APPRENTICESHIP RELATED INSTRUCTION (ARI)
ARI is administered by the VCCS with 6 of 16 regional coordinators located in community college WDS Centers.

(See Appendix A for more information about ARI.)

TECH PREP
Tech Prep is administered by the VCCS with 19 of the 23 Tech Prep consortia directors located in community colleges in coordination with WDS Centers.

(See Appendix B for more detail.)

CHILD CARE TRAINING PROGRAM (CCTP)
Five (5) programs enrolled 67 welfare recipients into intensive life skills and GED preparation, and in college credit and non-credit child development courses.

(See Appendix C for more information.)

VCCS High Performance Regional Workforce Center

Paul D. Camp Community College (PDCCC)
Regional Workforce Development Center

Danville Community College (DCC)
Regional Center for Applied Technology Training

Thomas Nelson Community College (TNCC)
Manufacturing Excellence Center

Central Virginia Community College (CVCC)
Regional Workforce Development Center

Introduction
The Virginia State Legislature created four High Performance Workforce Development Centers to ensure that certain sections of the state would enjoy considerable economic benefit with expanded efforts to increase their area's workforce skills. These four Centers,

located in Lynchburg, Franklin, Hampton and Danville, provide workforce preparation that reinforces and expands the efforts of the Workforce Development Centers at VCCS colleges. (See appendix D for regional reports on workforce trends and strategies.)

Although initially focused on high performance manufacturing, all four centers have expanded their services to include additional industries to meet employer and jobseeker needs identified in their respective service regions.

- General Fund Investment $600,000
- Local Matching Funds $510,000

Paul D. Camp Community College (PDCCC) Regional Workforce Development Center

Introduction

The PDCCC Regional Workforce Development Center provides high quality employment and training services for citizens and employers; develops collaborative economic development activities and business/industry partnerships; meets current and future workforce needs; and delivers training, education, and services in a cost effective and efficient manner.

A Regional Workforce Development Council is made up of 35 executivelevel members representing business, industry, and governmental agencies (city managers, county administrators, economic development and chamber of commerce directors) from across the service region. It meets three times a year to provide input and guidance to ensure the workplace service needs of the region are being met. The Council, instrumental in the development of PDCCC's initial Workforce Development Strategic Plan, reviews the plan on an annual basis to ensure it remains an active document.

- General Fund Investment: $200,000
- Matching Funds: $50,0004

Selected Activities/Accomplishments for FY 2001-2002:

CUSTOMIZED TRAINING
Customized training served 33 employers with over 1500 registrants in one of 117 credit and non-credit courses in computer skills (Introduction to Computers; Microsoft Word, Excel, Access, PowerPoint, Project), Teambuilding, Customer Service, Customer Focused Organizations, Spanish in the Workplace, Spanish for Law Enforcement, Effective Presentations, Project Management, Business and Social Etiquette, Industrial Safety and Principles of Supervision.

OPEN ENROLLMENT TRAINING
Over 290 individuals registered for open enrollment coursework in computer skills (Microsoft Word, Excel, Access, PowerPoint), Working with Teams, Handling Difficult People, Finance for Non-Financial Managers, Tractor Trailer Driving, Backflow Prevention, Introduction to Early Childhood Development, Creative Activities for Children, Medication Administration and Phlebotomy.

ACT WORKKEYS
PDCCC conducted 62 job profiles in collaboration with Thomas Nelson and Tidewater Community Colleges, for the Public Works Center (PWC) at the Naval Station Norfolk. The results of these profiles are being used to prepare a manpower development plan (Community Development Plan) that will be used worldwide by the Public Works Centers for the U.S. Navy. The three colleges' efforts have been well received by the Navy Command and other PWCs worldwide. In addition, 34 other job WorkKeys profiles were conducted and 391 individual assessments were administered.

JOB ZONE ONE-STOP CENTER
One of five comprehensive One Stop Centers in the South/Western Hampton Roads region, JobZone is located in the Regional Workforce Development Center. The 1,869 job seekers in the Franklin/Southampton/Isle of Wight area received an array of services including job referrals, career counseling, VEC services, resume preparation assistance, and copier, fax, telephone, internet, and library access for job search activities. The One Stop Center is a cooperative effort involving Opportunity Inc., VEC, Social Services Departments from the
City of Franklin and the counties of Isle of Wight and Southampton, and PDCCC. Additional partners include the Educational Opportunity Center and Senior Services of Southeastern Virginia. Services available for area employers include interview space, local job applicant source, labor market information, and computerized job matching.

INDUSTRIAL MAINTENANCE COMMITTEE
Six (6) career certificate options are being explored that will meet the identified industrial training needs of the region.

CERTIFICATIONS
PDCCC offers courses to prepare individuals for certification testing in Backflow Prevention, Device Worker Certification, Certified Professional Secretary (PSI), CISCO, Commercial Drivers License and Microsoft Office User Specialist (MOUS). As a MOUS testing site, testing services are available for those completing training.

CAREER BOUND
Offered for the first time, Career Bound is a job-specific training program that works with employers to pre-secure employment for trainees before any training begins. Of the 16 under-employed participants who began, 12 successfully completed the 12-week program, and 10 are currently employed. Program goals include (1) empowering students to move toward self-sufficiency, (2) helping remove barriers that may hinder employment, and (3) building student self-esteem.

LEADERSHIP TRAINING INSTITUTE
A $46,200 grant was awarded in June 2002 by Franklin Southampton Charities for the establishment of a Leadership Training Institute. The Institute will provide leadership training for employees of area businesses, government, and organizations. The 24 three-hour class sessions will focus on leadership and human relations, business skill development,
and computer skills.

REGIONAL WORKFORCE DEVELOPMENT CENTER
Located on the Franklin campus, the 33,000 square foot facility celebrated its opening with a dedication/ribbon cutting ceremony on March 22, 2002. The $5.2 million center received funding from the private community (foundations, industries, and individuals) as

well as from the localities (Cities of Franklin and Suffolk, Counties of Isle of Wight and Southampton) and the Commonwealth of Virginia.

Danville Community College (DCC) Regional Center for Applied Technology Training

Introduction

Using proven, state-of-the-art technology and training techniques, RCATT employs a winning formula to meet three important goals: Strengthen the regional workforce by providing comprehensive training programs ranging from basic workforce competencies to highly specialized, job-specific expert skills; strengthen regional businesses and industries by developing a highly competent and qualified workforce and innovative technology transfer programs; and strengthen the regional economy by ensuring growth and longterm success of existing businesses as well as those seeking to expand into the area.

Businesses benefit through growth of a world-class workforce, increased productivity, improved cost efficiencies, and an overall strengthening of their competitive viability. Corporate management benefits through professional development and technological advancement opportunities. Employees benefit through opportunities to strengthen their job skills and improve competencies necessary to advance in their careers. Potential employees
benefit by acquiring the skills needed to make them highly desirable to employers and the ability to adapt to ever-changing workforce technological requirements.

RCATT offers aggressive technology transfer and training programs that include the following: Industry-improvement conferences, technology transfer workshops, customized company-specific training programs, on-line and distance-learning courses and employee assessment and job profiling systems.

RCATT has a strong Advisory Board that is composed 18 members, including 12 representatives from local business and industry, one representative from local Chambers of Commerce, public school superintendents, economic development boards, Virginia's Center for Innovative Technology, Virginia's Philpott Manufacturing Extension Partnership (VPMEP) and the President of DCC. The board and its members serve as channels of communication
between RCATT and local businesses, government and economic development agencies. The board provides recommendations on programs and facilities, working with the RCATT staff to ensure that they meet local needs and promote economic development. The board also elicits business and community support for RCATT activities and supports the planning,
development and implementation of those activities.

- General Fund Investment: $200,000
- Matching Funds: $200,0005

Selected Activities/Accomplishments for FY 2001 - 2002:

GROWING DIGITAL SUMMER ACADEMY
Forty-seven (47) students attended a summer academy called Growing Digital. Participants in the program delivered live webcasts of 15 games of the 2002 American

Legion World Series, held in Danville, to viewers worldwide. Growing Digital has been invited to work the series again next year. Classes and in-class instructional hours nearly doubled over
the 2001 instructional hours and raised over $2600 in revenue.

ACT WORKKEYS
Job analyses using the WorkKeys System and/or DACUM were completed in six occupational fields. Five hundred (500) WorkKeys assessments were completed followed by skill gap training for candidates being considered for initial employment or for a promotion. Presentations on the WorkKeys System were presented nine times to Workforce Investment
Board partners, business and industry partners and school systems.

NATIONAL SCIENCE FOUNDATION GRANT
In the first year of a three-year $526,000 National Science Foundation grant, RCATT began development of an Advanced Manufacturing Technology (AMT) curriculum. Due to the module-based nature of the program, eleven DCC faculty members received training in module development from Sinclair Community College. The curriculum is based on information obtained from extensive interviews with local manufacturers to define their existing and future needs with regard to technology and workforce development. The proposed curriculum is currently being reviewed by the RCATT Advisory Board. Final course
development will follow this review. RCATT has applied for additional funding to purchase lab equipment for the Advanced Manufacturing Technology curriculum.

UNITED STATES COMMUNITY ADJUSTMENT AND INVESTMENT PROGRAM (CAIP) GRANT
A CAIP grant provided the funds to purchase a $460,000 Selective Laser Sintering (SLS) rapid prototype machine. The equipment is currently being installed in the Dan River Business Development Center and training of faculty and staff will be complete by December 2002. A business plan is being developed to integrate the equipment into the educational programs at DCC as well as make the equipment available to local and regional businesses.

VIRGINIA TOBACCO COMMISSION FUNDS
Over $200,000 were provided by the Virginia Tobacco Commission to support the activities of the Information Technology Institute and the SLS rapid prototype machine.

NON-CREDIT COURSES
Kanban and Pull Systems, Just-In-time, Principles of Production and Inventory Control, Process Flow and Lead Time Reduction, Setup Reduction, as well as computers, computer systems and Internet skills were offered to a total of 285 participants.

POLYMER CENTER FEASIBILITY STUDY
Under a Center for Innovative Technology (CIT) grant, a Polymer Center Feasibility Study was conducted. Five core services needed by regional Polymer Industries were identified and a plan to implement a center was developed. In partnership with CIT and the Institute for Advanced Learning and Research, RCATT sponsored a feasibility study on the creation of a Polymer Processing Institute for the Dan River region. During Phase I and Phase II of this study, consultants from the Research Triangle Institute worked directly with local businesses in the
Polymer Industry to define opportunities for training, testing and research. Phase III is currently in progress to make specific recommendations and develop a business model.

Thomas Nelson Community College (TNCC) Manufacturing Excellence Center

Introduction

TNCC offers employer-driven workforce services designed to prepare the Peninsula's citizens to be productive members of a world class workforce. It offers world-class training programs, state of the art facilities, and a team of experienced professionals to meet area training needs. With the National Science Foundation and the leading Peninsula manufacturers, TNCC offers a state-of-the-art Manufacturing Excellence Center (MEC) specializing in high performance processes from LEAN Manufacturing to CATIA product design applications. A flexible lab allows firms to offer just-in- time training on new equipment and processes.

The MEC has been the central focus of a National Science Foundation grant. This grant provides funding over a three-year period of $497,000 with the aim of creating programs that serve science, math, engineering, and technology education needs of the community, both students and businesses. This grant is in its third scheduled year and has been approved for a
one year, un-funded extension to facilitate program evaluation. Funds from this grant have played a key role in Precision Pathways, WorkKeys, Faculty Internships, CATIA/CAD, Non-Destructive Evaluation, The Monitor Project, and many other programs and initiatives focused on technology and manufacturing.

The TNCC MEC has been the hub of activity for the newly opened Peninsula Workforce Development Center (PWDC). An Advisory Committee of 21 manufacturers worked with TNCC to design the spaces, purchase $1.3 million to equip the facility, and develop an array of workforce services and training.

- General Fund Investment: $100,000
- Local Matching Funds: $235,0006

Selected Activities/Accomplishments for FY 2001-2002

NON-CREDIT TRAINING
Specialized non-credit training was developed and offered in four areas: Basic Metrology, Machining, Shipboard Welding and Lean Manufacturing. Over all, the PWDC had over 17,786 (955 credit and the remainder non-credit) training and activity enrollments (an increase of 93% over the previous year), serving 2174 businesses with 2074 activities. Workforce activities included open-enrollment workforce training and continuing education classes, customized and contract training, employer outreach, fee for services, small business development training and counseling, and employer events and training activities held at the PWDC and employer-designated locations on and off campus and at employer worksites.

ACT WORKKEYS'
TNCC assisted 306 individuals through WorkKeys assessment testing, and performed 16 job profiles for area employers.

SIX (6) NEW CERTIFICATE PROGRAMS
New training opportunities are now offered in Advanced Manufacturing Technology, Electrical-Mechanical Assembler, CNC Machining Operations, High Performance

Manufacturing, Maintenance Technician, Maintenance Technician Troubleshooting and Repair.

NORTHROP GRUMMAN NEWPORT NEWS CONTRACT
Over 260 employees were trained in shipboard welding, grinding, and steel structures, installation and removal of self-contained shipboard living units, and training on valve repair.

NEW ASSOCIATE DEGREE
The AAS in Technical Studies with Specialization in High Performance Manufacturing Technology was developed and is now available.

DESIGN CO-OP PROGRAM
In partnership with Northrup Grumman Newport News, 68 students are currently enrolled in a program providing advanced CADD training and paid employment at the shipyard over a 2-year period. The program has had 30 graduates to dates and 30 graduates are employed with the shipyard with starting salaries at about $30 thousand per year.

PRECISION PATHWAYS
A joint initiative of the MEC and the Tech Prep Consortium, as a direct result of inputs provided to the MEC from area business partners, encourages high school juniors to select Integrated Systems Technology (IST) or Machining Laboratory. High school seniors are supported in their efforts to continue their education in Computer Numeric Controlled Machining at TNCC. Students visit sponsoring industries and meet with business leaders to learn of the potential in this career field. As a TNCC student, they are eligible to participate in the TNCC Manufacturing Tech Co-op program and earn Career Studies Certificates toward their AAS Degree in High Performance Manufacturing Technology.

ACT CENTER
One of 2 ACT Centers in the state, TNCC is prepared to address all phases of the employment process from pre-selection to hiring, training, retaining, promoting, and out placing employees which can all be tracked through a sophisticated learning management system. This full-service testing and training center offers a courseware library with over 3,000 titles.

Central Virginia Community College (CVCC) Regional Workforce Development Center

Introduction

Through a partnership with the Advanced Manufacturing Technology Association (AMTA), CVCC offers programs utilizing the latest in advanced manufacturing technology at the Advanced Manufacturing Technology Education Center (AMTEC). Courses are customized to meet specific workplace needs, and instruction is delivered using the latest equipment
obtained through partnerships with many of the country's leading vendors. CVCC and AMTEC completed their merger to become a full service Workforce Development Center during the 2002 program year.

The AMTA Board of Directors, comprised of 12 individuals, continues to support and advise the CVCC regional center on advanced manufacturing technology curricula, equipment and partnerships.

- General Fund Investment: $100,000
- Local Matching Funds: $25,0007

Selected Activities/Accomplishments for FY 2001-2002:

WORKFORCE INVESTMENT BOARD PARTNERSHIP
CVCC participated in a $2.5 million Department of Labor Skills Demonstration program and trained 325 dislocated workers in 1529 credit courses. Former employees from SCI/ Sanmino (formerly Ericsson), Framatome ANP, Georgia-Pacific and M/A Com of Tyco Electronics were served.

ACT WORKKEYS'
CVCC administered 977 WorkKeys assessments to center clients and conducted 17 profiles of area jobs for employers.

SOCIAL SERVICE GRANT PROGRAM
A $60,000 federal food stamp grant was awarded to Lynchburg Social Services to assess over 60 low income individuals, with the result of 26 individuals enrolled in Telecommunications Management, Medical Transcription, Clerical, Welding and CAD.

FRAMATOME ANP INTERNSHIP PROGRAM
An Associate of Science in Applied Technology degree with a major in Nuclear Support Technology was offered to Framatome ANP employees, with all tuition, books, lab fees and other expenses paid by the company. Twenty-eight (28) students began the program the first year in its first year of operation.

AMTEC
Planning and development of an Industrial Maintenance Program was completed, with coursework to begin in fall 2002. Courses continue to be offered in Advanced Manufacturing, Machine Tool Technology, Metal Fabrication, Plastic Injection Molding and general business
principles.

ACT CENTER
A new ACT Center for Workforce Productivity Solutions™ opened on May 23, 2002 to address all phases of the employment process from pre-selection to hiring, training, retaining, promoting, and out placing employees which can all be tracked through a sophisticated learning management system. The full-service testing and training center offers a courseware library with over 3,000 titles.

VCCS Institutes of Excellence

Institute of Excellence for Information Technology
Institute of Excellence for Advanced Technology

Introduction

The Institutes of Excellence were established by the Virginia General Assembly in 1998 as part of the VCCS to better meet the education, training and workforce needs of employers in Virginia8. They provide a vehicle for employers to shape the education and

training of industry professionals in the state's 23 community colleges which serve over 350,000 credit and noncredit students.

The Institutes enable the VCCS to function as a unified enterprise by integrating the programs of community colleges throughout the state. This adds significant value for employers, students, faculty and administrators by enabling the colleges to collaborate on projects that they would not otherwise be able to do if they acted independently or in isolation.

In addition, the VCCS Institutes act as a common representative and a mechanism for collaboration for the community colleges to partner and work with other parts of the educational system in the state, with industry representatives, with local, state and federal agencies and organizations.

The VCCS Institutes are vehicles for developing consistency across programs among the community colleges and for ensuring that they meet industry standards. They actively seek out funding resources at the local, national and federal levels, which can then be disseminated among the community colleges. They assist and financially support individual community colleges in the state in developing and expanding new programs that are on the cutting edge of industry innovation.

The VCCS Institutes serve as a centralized resource for faculty and program administrators in the community colleges, providing technical expertise in curricula, identification of industry trend and work force needs of employers, professional development, sharing of experiences and dissemination of best practices.

By doing so, the VCCS Institutes reduce the need for each community college to perform these important overhead activities individually and repetitiously. Through these means, they enable community colleges in Virginia to respond more quickly to the rapid changes in industry and to the workforce needs of employers, to achieve greater efficiency and effectiveness in the outcomes of their education and training programs, and to provide
greater opportunities for employers, students and faculty in Virginia.

- General Fund Investment: $970,0009

VCCS Institute of Excellence for Information Technology (IE-IT)

Introduction

The VCCS Institute of Excellence for Information Technology (IE-IT) develops educational programs, services, and partnerships to support colleges in preparing students to be life-long learners in order to participate more effectively in the information technology revolution. It is an integral partner with community colleges, business and government in developing,
maintaining, and providing world-class information technology curricula to students.

- General Fund Investment: $485,000
- Funding from other Sources: $414,00010

Selected Activities/Accomplishments for FY 2001-2002:

CURRICULUM DEVELOPMENT

- The VCCS IE-IT provided over $261,000 to VCCS colleges to introduce or improve 24 courses and programs in IT.
- The VCCS IE-IT expanded upon a grant from the Northern Virginia Regional Partnership to Northern Virginia Community College by funding curriculum development, professional development and specialized laboratories to enable five other VCCS colleges in the past year to adopt and implement a new certificate program in information network security. As a member of the Computing Technology Industry Association (CompTIA) Cornerstone Committee for developing the new S+ certification in information security, the IE-IT is ensuring that the VCCS information network security certificate program will meet industry standards.
- The VCCS IE-IT received $45,000 in funding from the U.S. Department of Labor to develop and pilot for community colleges nationwide a professional apprenticeship program in IT. This project provides an opportunity for IT students for work-based learning and to obtain on-the-job experience in IT under the mentorship of experienced IT professionals. By providing opportunities to sponsor on-site apprenticeships, the project also enables employers to take individual responsibility for contributing in a concrete way to the development of the kind of IT work force they say they will need in the future, while at the same time reaping important benefits in public and community relations.
- The VCCS IE-IT was awarded an Advanced Technological Education grant from the National Science Foundation for $242,000 to develop and pilot a new IT curriculum for community colleges nationwide that will produce the IT professional now demanded by employers. Working in collaboration with the SCANS 2000 program at Johns Hopkins University, the IE-IT will achieve this by incorporating the teaching of customer-oriented skills into all IT courses and curriculums.
- The VCCS IE-IT has been working with several community colleges to develop the curriculum for a new certificate program in wireless software development to begin next spring.
- The VCCS IE-IT is working statewide with school systems and four-year colleges to align education pathways in IT from kindergarten through college (K - 16), so students can enter IT education and training at different times in their lives to obtain the newest IT skills needed by employers, without having to re-start each time at each level.

COLLABORATION

- The VCCS IE-IT obtained system wide contracts with CompTIA, ProSoft and Oracle for licensing and curricula.
- The VCCS IE-IT recently completed a sectoral employment development project in IT with the Northern Virginia Workforce Investment Board under a planning grant from the U.S. Department of Labor. A $39,000 grant funded a study of the Northern Virginia IT market, training providers, and opportunity analysis.

PROFESSIONAL DEVELOPMENT

- The VCCS IE-IT has built a system-wide portal, giving 180 IT faculty and administrators in the state access to the latest information in their respective IT areas and the ability to develop online communities within their IT disciplines.

- The VCCS IE-IT provided professional development of faculty to help them introduce new courses in IT. Over the past 21 months, the VCCS IE-IT has provided over $76,000 in funding for 17 professional development opportunities for over 264 participants.

DISSEMINATION OF PROGRAMS AND INFORMATION

- The VCCS IE-IT developed an Internet based collaboration portal, a website, and an active listserv to facilitate the rapid dissemination and adoption of successful IT programs and practices throughout the state.
- The VCCS IE-IT made regional and state presentations at these select events: Paul DeCamp Tech Prep Consortium, J. Sargeant Reynolds and John Tyler Tech Prep Consortia Joint Meeting, Greater Richmond Technology Council Tech Summit 2001, a statewide kickoff meeting for the Information Security curriculum, Department of Education and VCCS Joint IT Working Group Meeting, New Horizons presentation on Creating IT Career Pathways, National Science Foundation Information Security Presentation, Washington D.C, statewide presentation on VCCS IE-IT collaboration site.

VCCS Institute of Excellence for Advanced Technology (IE-AT)

Introduction

The VCCS IE-AT identifies, develops and fosters strategic partnerships with advanced technology industries, industry organizations and within and among VCCS community colleges to provide a wide array of education, training, workforce development and technical services that support Virginia's advanced technology industries. An advanced technology industry is defined as one that makes extensive use of state-of-the-art high performance technologies, and information system technologies integrated with a high performance workforce in a system capable of furnishing products and services to rapidly respond to market demands.

- General Fund Investment: $485,000
- Funding from Other Sources: $400,00011

Selected Activities/Accomplishments for FY 2001-2002:

CURRICULUM DEVELOPMENT

The VCCS IE-AT has provided over $61,000 to VCCS colleges to introduce or improve courses and programs in Computer Aided Drafting and Design (CADD), Computer Aided Manufacturing (CAM), manufacturing, industrial maintenance and solid modeling.

The VCCS IE-AT has worked with a college to successfully tap a Department of Labor grant for $200,000 to provide a new career studies certificate in Steam Power and Recovery for Georgia Pacific. This new certificate will support Georgia Power, as they become the first paper plant in the country to implement a new power and recovery technology.

The VCCS IE-AT has supported the development of a feasibility study under a DOL sectoral grant on the needs of electronics manufacturing and electro-mechanical

maintenance. The results of this study led to the award of a $200,000 grant for the development of new training programs for these areas.

PROFESSIONAL DEVELOPMENT

- The VCCS IE-AT has provided mini-grants totaling $20,000 to colleges that support special professional development seminars for their faculty and staff.
- The VCCS IE-AT has developed and provided training seminars for workforce development professionals at all VCCS colleges in the areas of marketing, biotechnology, programmable logic controllers and CADD. These seminars are designed to improve the technology aptitude of the workforce professionals in the VCCS that work directly with Virginia's technology companies.
- The VCCS IE-AT has provided funding and planning support to VCCS peer group meetings for faculty in advanced technologies, such as electronics and CADD.
- The VCCS IE-AT has supported and funded training programs for CADD faculty throughout the system to assist the faculty in staying current on the growing number of software packages available in their field.

COLLABORATION

- The VCCS IE-AT has created four new web collaboration sites for faculty. Sites focusing on biotechnology, electronics, manufacturing and CADD allow faculty in these areas to share announcements, post events, access important links to other resources and to develop on-line peer groups in their respective areas.
- The VCCS IE-AT has developed strategic plans for the four major areas of biotechnology, electronics, manufacturing and CADD. These plans were developed and are being implemented by collaborations among representatives from faculty, workforce development, industry and government.
- The VCCS IE-AT created a Technical Advisory Group (TAG) consisting of technical experts from various VCCS colleges. These experts serve as technical resource to both the IE-AT Director as well as other VCCS colleges in their respective fields and foster a sense of collaboration among colleges.

DISSEMINATION OF PROGRAMS AND INFORMATION

- The VCCS-AT hosts four Internet based collaboration portals, a website, and an active listserv to facilitate the rapid dissemination and adoption of successful IT programs and practices throughout the state.
- The VCCS IE-AT has provided mini-grants totaling over $27,000 to VCCS colleges that support the dissemination of advanced technology programs in the areas of CADD, Geographic Information Systems (GIS), Engineering Technology and Advanced Technology.
- The VCCS IE-AT provided over $27,000 to nine colleges to support summer camp programs at these schools in advanced technology areas. These summer camps offered opportunities to middle school students to learn about careers in advanced technology and how the local community college can help support both the entry into these careers, as well as career growth.
- The VCCS IE-AT has created a marketing committee of electronics faculty that has developed and begun to implement a statewide marketing plan for community college electronics programs.

- The VCCS IE-AT has exhibited or made presentations at state and national industry conferences including the National Coalition of Advanced Technology Centers, New Horizons, Virginia Manufacturing Association, and the Virginia Biotechnology Association.

APPENDIX A

Apprenticeship-Related Instruction (ARI)

Introduction

The VCCS is responsible for policy and supervision of Apprenticeship Related Instruction. Delivered within 16 regions of the state through public schools and community colleges, apprenticeship-related instruction became a part of VCCS Workforce Development Services in January 2000. The VCCS administers a collaborative effort with secondary and technical centers to provide related instruction in highly skilled trades and occupations. Working with the Virginia Department of Labor and companies that have employees with specific occupational skills and technical training needs, the VCCS tailors instruction to support the on-the-job responsibilities of workers. Apprenticeship- Related Instruction, while under the oversight of Workforce Development Services, is funded through a specific allocation of the General Assembly and not through allocations for non-credit instruction.

Apprenticeship training has proven to be a cost-effective system for training employees in over 250 occupations. These occupations involve the use of manual, mechanical or technical skills and knowledge. There are over 2,000 Virginia businesses in all sectors of our economy including manufacturing, construction and services that currently use the registered apprenticeship program to meet their skill and industrial training needs. Each year over 1,400 registered apprentices complete their training and receive apprenticeship
certificates which are recognized throughout the country.

General Fund Investment: $1,044,400[12]

Selected Activities/Accomplishments for FY 2001-2002:

- The VCCS provided apprenticeship-related instruction to 8,692 apprentices working with 2,211 Virginia businesses in 250 occupations.
(Please see Table Four on page 26 for a breakout by region.)
- Lord Fairfax Community College is one of the 16 ARI administrative agents. Lord Fairfax ensures ease of access to courses for the apprenticeship programs to its apprentices and employers/sponsors by making "on-site" enrollment available every semester. Meetings with the ARI coordinator take place either before, during, or after a shift so the apprentice can enroll and register for courses. The ARI Coordinator makes available the apprentices' transcripts, so they know exactly what courses they have taken, as well as what courses remain. The apprentice is able to review the upcoming course schedule with the ARI Coordinator to find out what courses are being offered that not only meet their needs, but also their schedule.
- The TNCC Manufacturing Excellence Center developed and implemented a Machinist Apprenticeship program. This program was developed and

implemented to allow students to complete their machinist training and to gain college credits in the process.

APPENDIX B

Tech Prep

Introduction

Tech Prep connects secondary schools, community colleges and other higher education institutions with business and industry to develop and implement education programs that prepare students for successful careers. Tech Prep programs are built upon successful partnerships between educational institutions and business and industry.

Tech Prep programs of study incorporate dual enrollment and articulation into programs of study to assist students in moving ahead through high school and college in pursuit of educational and career goals without repetition of competencies learned in a constantly progressive program. As a result of dual enrollment and articulated courses, students are able to graduate from high school with a number of college credits already on their
transcripts. There is even one example of a young woman who was awarded an Associate's Degree from her community college on the same day that she graduated from high school!

Federal Funding: $2,445,82813

Selected Activities/Accomplishments for FY 2001-2002

- Approximately 50 partnerships of business/industry/high schools and community colleges working together have created more than 200 career preparation pathways for students to pursue in meeting career goals in all career and technical education career fields. These career areas include new and emerging skill areas and traditional technical areas such as biotechnology, information technology, manufacturing,
  building trades, allied health careers, and environmental studies.
- More than 34,000 students in Virginia's community colleges in 2002 were pursuing a Tech Prep career preparation program.
- Tech Prep programs introduce middle school students and their parents to community college campuses and to the wide range of career options available through VCCS programs of study through Tech Prep Career Exploration Summer Camps. In 2002 ten summer camps were held on community colleges campuses throughout the state. Approximately 900 young people participated in the camps and presented reports and
  exhibits of their career exploration accomplishments to more than 2,000 parents and community leaders on the last day of camp.
- The VCCS IE-AT collaborated with Tech Prep to develop a statewide marketing plan that supports Tech Prep's initiatives to grow advanced technology programs at the secondary school through community college level..

APPENDIX C

Child Care Training Program (CCTP)

Introduction

In 1997, the Virginia State Legislature passed an appropriation of non-general funds out of the state's TANF block grant to provide child care training to welfare recipients in order to increase the opportunities in Welfare-to- Work and to increase the availability of qualified, certified child care providers. The VCCS was one of four named educational institutions
charged with developing and providing that training. In 2002, five (5) programs were started at Virginia Western, Dabney Lancaster, Wytheville, Southside Virginia and Thomas Nelson Community Colleges and in most cases, were based at Education for Independence (EFI) single parent and displaced homemaker training programs funded by WIA state funds.

Federal Funding: $682,00014

Selected Activities/Accomplishments for FY 2001-2002

- After only 3 semesters of operation, 83 participants were enrolled; 6 completed their GED, 14 completed child care training, and 13 have secured jobs in child care. Over 90% of remaining participants will continue their education and training
- All participants received mentoring and support through counseling, advising, tutoring, life skills workshops and on-site supervision of work internships.
- Program personnel at Virginia Western coordinated their CCTP with other programs that provided outreach and education to the public on parenting and family literacy through brown bag lunch programs, workshops and community meetings.
- Thomas Nelson Community College placed 8 participants in their oncampus child care center as they pursue post secondary child care development courses.

APPENDIX D

Regional Workforce Center Reports on Workforce Trends and Strategies

Summary

In 1998, the Virginia State Legislature created four Regional Workforce Centers at Paul D. Camp Community College, Thomas Nelson Community College, Danville Community College and Central Virginia Community College to assist the Virginia Workforce Council (VWC) in coordinating specific high-skill training, developing industry standards and related curricula,
and providing skills assessments. The Code of Virginia (§ 2.2-2670) specifically requires that each Regional Workforce Center provide information to the VWC regarding current and emerging workforce trends and strategies to match trained workers with available jobs. Each of the Regional Workforce Centers provided information in response to the following statutory requirements:

- Identify current and emerging workforce needs of the busines community;

- Assess potential markets for increasing the number of workers available to business and industry;
- Forecast and identify training requirements for the new work force;
- Create strategies that will match trained workers with available jobs; and,
- Seek to identify other specific and existing workforce needs in sectors of the economy, including public education, which have high potential for sustained demand or growth.

Working with local businesses, the Regional Workforce Centers report the ever-growing need for workforce training in health care, information, building and advanced technologies, and primary and secondary education. In addition, many employers continue to request basic employability skills training. Local analysis for increasing the number of workers available to
businesses indicates the following potential markets: dislocated workers, displaced homemakers, high school and community college graduates, retirees, under- and unemployed individuals, and individuals separating from the military.

Strategies to address regional workforce development needs include enhanced partnerships with local, regional and state economic development entities, Local Workforce Investment Boards, chambers of commerce, state and national industry associations, and government entities to develop targeted training, retraining and employment initiatives.

Paul D. Camp Community College Regional Workforce Center Report PY 2002

Current and emerging workforce needs:

- Multi-skilled employees with strong foundation and interpersonal skills
- Work ethic
- Individuals with good oral and written communication skills, the ability to work in teams, and basic computer knowledge
- Increasing demand for "generalists" who have the ability to function in a multi-tasking environment
- Health care and industrial technology, including industrial maintenance

Potential markets for increasing the number of workers:

- Under- and unemployed individuals
- Early retirees resulting from downsizing of local industries
- Displaced workers, particularly those in agriculture
- High school and community college graduates

Training requirements for the new workforce:
There is an increasing interest in nationally recognized certification programs, accelerated courses/programs of study, and distance learning/online training. Whether in a traditional classroom or job specific training, applied skills and knowledge need to be emphasized. Opportunities for

internships, co-ops, and other workforce experiential learning should be expanded through partnerships with employers.

Strategies to match trained workers with available jobs:
Industry Action Groups: Industry Action Groups are industry/employer driven and examine a variety of topics including skill requirements; career paths; training for emerging, incumbent, and/or expanding workforces; and employee attraction/retention. Five groups have been established: health care, hospitality, information technology, security, and financial services. (Two additional groups, manufacturing and construction, are also planned.)

Industrial Maintenance Committee: This committee is reviewing the region's industrial maintenance training needs and how those needs can be met. Six career studies certificates have been identified.

Career Bound: Career Bound is a job-specific training program for the unand underemployed that works with local employers to pre-secure employment for trainees before any training begins. The program includes jobrelated skills and work ethic training as well as supportive services.

Other: Expanding the services of JobZone and the one stop centers in Hampton Roads to include a comprehensive skills assessment program, such as Work Keys.

Specific and existing workforce needs in sectors of the economy, including public education, which have high potential for sustained demand or growth:

- Maintenance and instrumentation technicians
- Health care professionals
- K through 12 teachers and paraprofessionals

Danville Community College Regional Workforce Center Report PY 2002

Current and emerging workforce needs:

- Registered Nurses (RN), Licensed Practical Nurses (LPN), medical technicians and other allied health programs
- Industrial technology (including industrial maintenance).
- Adult basic education, soft skills and job preparedness training including communication and fundamental information technology skills

Potential markets for increasing the number of workers:

- Dislocated workers from textile industries and other plant closings
- High school graduates (including participants in the Tech Prep program)

Training requirements for the new workforce:

- Allied health certificates and degrees
- Advanced manufacturing technology programs and degrees
- Information technology courses and certifications.

Programs should be offered through traditional on-campus classes, accelerated programs, and classes offered at the business site. Intensive neighborhood outreach programs are also in place to offer training in the community where the individuals live.

Strategies to match trained workers with available jobs:

Continuous monitoring of employer needs through on-site visits to representative businesses, input from the Workforce Services Advisory Boards and Councils.

Expand the services of the new one-stop center to include a comprehensive skills assessment program.

Create a "potential employee" database containing vital statistics including work history, educational and job training information, and appropriate job skills assessments. This information would be shared with economic development clients and exiting industries.

Continue close working partnerships with Economic Development entities in Danville, Pittsylvania County and Halifax County.

Sponsor an Employer Summit to get feedback from the business community and to increase awareness of the workforce development services available.

Establish a foundational training program for the unemployed and underemployed that can be delivered in accelerated format. Individuals completing the program will be added to the "potential employee" database.

Specific and existing workforce needs in sectors of the economy, including public education, which have high potential for sustained demand or growth:

- The potential exists for significant growth in the IT sector following the end of the current economic downturn.
- Plastics and polymers manufacturing have a growth potential if tied to a high tech support infrastructure. A trained and available workforce combined with support facilities (research and testing) will retain existing businesses and attract new businesses.
- The demand for highly trained maintenance and instrumentation technicians will continue to exist.
- The demand for K-16 educators remains high.

Current and emerging workforce needs:

- Computer skills in office software
- Computer networking and hardware skills
- Health care workers, especially nurses, nurses aides, medical and dental office
- Soft skills
- Basic reading, writing and math
- Manufacturing skills from basic welding and mechanical repair to high performance manufacturing
- Customer care and service
- Telephone skills
- English as a Second Language (specifically: fire, police, emergency and health care personnel)
- IT Industry Certifications
- Geospatial Imaging Technologies

Potential markets for increasing the number of workers:

- College graduates
- Retiring and separating military
- Spouses of relocated military
- Dislocated workers, largely from manufacturing sector downsizings
- Adult workers moving from welfare
- Older workers who are seeking second careers, who find their pensions are not adequate to support them

Training requirements for the new workforce:

Staff with our Virginia Workforce Center's one stop system regularly communicates labor market needs in specific skill areas to individuals seeking work. Industry cluster groups meet regularly to identify and communicate training needs to the Regional Workforce Center,
which results in the creation of training programs.

Strategies to match trained workers with available jobs:

- Provide services from seven one-stop and military career advancement centers to trained workers seeking employment.
- Provide the full range of Work Keys profiling, worker assessments, and gap training.

Specific and existing workforce needs in sectors of the economy, including public education, which have high potential for sustained demand or growth:

- More work-ready employees
- Customized training

Central Virginia Community College Regional Workforce Center Report PY 2002

Current and emerging workforce needs:

- Work ethic/foundation work skills
- Basic math and reading comprehension
- Basic computer data entry and processing skills
- New programs that provide "certification" for employees
- Finding and retaining skilled workers
- Finding ways to foster innovation and entrepreneurship to encourage business creation

Potential markets for increasing the number of workers:

- Displaced workers, particularly those displaced for low-skill manufacturing jobs
- Under- and unemployed workers
- Young Adult Policy Council - identify ways to encourage young people to remain in Region 2000

Training requirements for the new workforce:

Training requirements center on the delivery of just-in-time training for workers in all fields. Emphasis is on applied knowledge, and learning how to learn. There are increased opportunities for apprenticeship, internships, and coops.

Strategies to match trained workers with available jobs:

- Strengthen the Workforce Investment Board by modeling its structure on an existing successful Board and staff
- Clarify and simplify the regional workforce development delivery system
- Establish an ongoing forum in which workforce providers can come together with employers to discuss current programs, innovative practices and methods of collaboration
- Encourage schools to incorporate work ethics into school curricula
- Work with community partners to promote the value of education and work ethics
- Support existing use and further expansion of pre-employment testing resources.
- Increase the number of students that obtain practical work experience through high school programs
- Strengthen career counseling in elementary/secondary schools
- Work with community partners to promote the importance of obtaining and upgrading skills and pursuing lifelong learning
- Establish business forums for retail and service sector employers
- Support and encourage additional satellite CVCC Centers
- Promote and strengthen the Young Adult Policy Council
- Expand promotion of cultural and social activities within the region
- Encourage further corporate involvement in education and training
- Expanded use of Work Keys

Specific and existing workforce needs in sectors of the economy, including public education, which have high potential for sustained demand or growth:
The application of national trend data to regional workforce needs will help identify growing and waning industry sectors.

REPORT FOOTNOTES

1. 1998 Legislative Session Chapters 111 and 396 HB 849 and SB 384 Virginia Code § 23-215
2. House Joint Resolution # 622 (1997) 2000-2002 Budget Bill 1-227 J. 1
3. Cash and in-kind contributions from local governments and private sector to local workforce development centers to provide training and services
4. Contributed by PDCCC
5. Virginia Tobacco Commission Funds
6. From six local governments and from TNCC
7. Contributed by Region 2000
8. The Institutes began operation in 2001; 2002 represents the first full year of operation for IE-IT and IE-AT
9. Represents a 3% Governor's budget cut from original $1,000,000 allocation
10. $45,000-CompTIA / U.S. Dept. of Labor grant; $39,000 DOL Sectoral Grant, $242,000-National Science Foundation Grant and $80,000 as part of a Northern Virginia Regional Partnership grant
11. Part of a $2 million DOL Skilled Worker Grant to Region 2000
12. Virginia Code § 23-218 (D) and 40.1-118 (10)
13. Carl D. Perkins Vocational and Applied Technology Education Act of 1998
14. 2000 Appropriations Act, Item 385 (g) Non-general funds

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